

THE

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# CAMPING MAGAZINE



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VOLUME VII

NUMBER 5

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# The Camping Magazine

Bernard S. Mason, Ph.D., Editor

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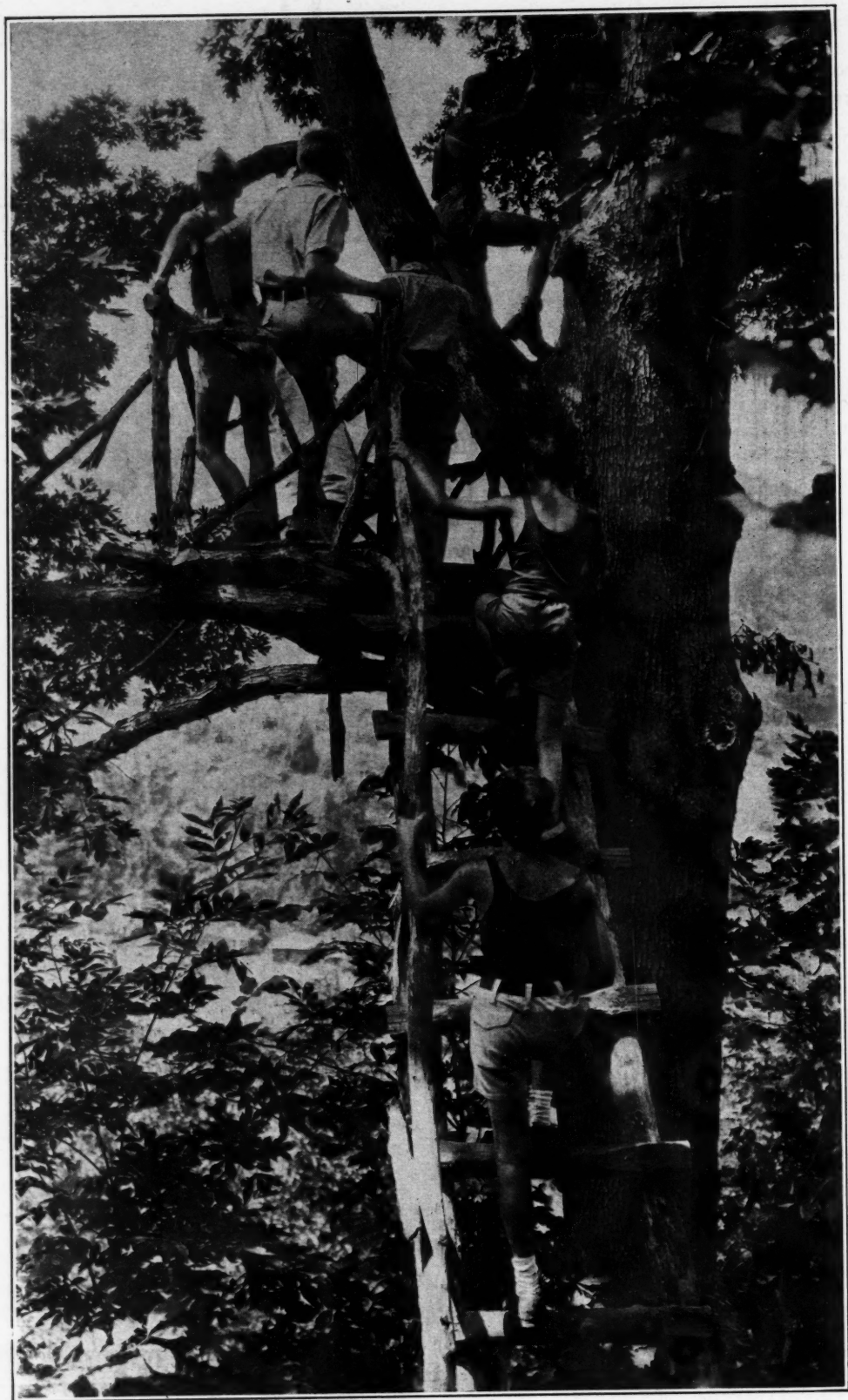
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Courtesy, Camp Sequoyah, North Carolina

# The Camp Program *and the* Individual Needs of the Child

By

WILLIAM E. BLATZ

Professor of Child Psychology, University of  
Toronto, Research Director, Canadian National  
Committee for Mental Hygiene

THE more difficult the task, the more anxious is the wise man to seek assistance. Perhaps the most difficult task which presents itself to modern civilization, is the training of children. The chief responsibility for this chore rests with the parents. The wise parent is one who seeks the most considered opinions and makes use of the best opportunities for assistance in this important job.

There is no agency or institution or organization, in which a growing child is interested, that should not be looked upon as a training device. We are prone to look upon the school as the only training or educational agency, often overlooking the home, disregarding the church and considering such things as the scouts, the guides, the clubs, the camps, etc., as mere diversions. This attitude reacts not only upon the children but also upon those who are responsible for administering these organizations. In many cases, because the summer camp is looked upon as a "holiday" place, the staff in charge will emphasize the frivolous and relegate the serious to the background. The parent who thinks that the child must "recover" from a season's strenuous educational effort will look askance at a camp which stresses educational aims. The camp, in order to attract clientele, will advertise the sport and sugarcoat the "work" under the guise of play.



Courtesy, Keewaydin Rocky Mountain Ranches

The wise parent will look upon the summer camp as an important adjunct to the many aids at his disposal for the training of his children. He will look upon the camp, not as an added luxury in this modern world, but as a need in every child, especially the children of small families, which should be satisfied. He will be as critical of the camp as he should be of the school which his child attends. He will be as familiar with the aims and techniques of camping as he should be with the aims and methods of education. This paper is written to suggest a few of the aspects of camp organization and opportunities which the inquiring parent should seek when thinking of choosing a summer camp to which he intends to send his child, whether son or daughter.

Considering the camp as an educational institution in the broadest and best sense of the word, an ideal camp would be one where the child had an opportunity of learning to conform to the minimum essentials of social cus-





Courtesy, Keewaydin Rocky Mountain Ranches

toms, but also to retain sufficient individuality and initiative so as to satisfy those needs which each one of us manifests, and for a fine life must be adequately satisfied. These needs may be classified under four headings, cultural, appetitive, emotional and social.

It will be necessary to define each of these categories in turn. The terms, themselves, are just tags used for convenience. Each will be discussed in the light of the manner in which the child is taught how to conform, and secondly the opportunities within each field for individual experimentation and freedom. The degree to which the former is done "painlessly" and efficiently and the latter is provided for, sympathetically and enthusiastically, will afford an index of the desirability of the camp to take charge of your child.

*Cultural needs:*—A child is born into a world rich in sensory potentialities. He manifests at birth the mechanism of attention. As he grows he learns to organize small units of experience into meaningful wholes. Just how this is accomplished would take too long to discuss here. Suffice to say that an important element of this learning is the actual manipulation of the environment, the doing, the acting on the part of the child. It is the contribution which the child makes to the environment by reason of the changes he brings about through his own efforts, which determines the meaning of any experience. Thus materials which provide an infinite variety of change through manipulating or handling, are potentially more interesting than static objects. The child is more interested in the "man" he forms from plasticine than in the contemplation of Rodin's "The Thinker";

he is more interested in playing a tune on his home-made zither than listening to a Beethoven sonata; he is more interested in making and sailing his own model sailboat than in contemplating the model of the Leviathan in the tourist agency window. But as he grows, and works, and accomplishes, he learns more and more about the task and because of the wealth of cultural achievement which he inherits from previous generations he gradually appreciates more and more the aesthetic

quality of such things as music, art, fabrication, industry, transportation, etc. The end result is an individual who through his own efforts appreciates the value of the contributions of others, enjoys them and is stimulated to emulation.

The camp should provide an opportunity for the practice of all of the cultural arts and crafts, including especially the homely crafts which are fast dying out. The goal is not to train craftsmen, necessarily, but to train a generation which will value the contribution of the past to the present and proceed from where its predecessors left off. The parent should not be too greatly impressed by the trophies and samples of former pupils nor deceived by the excellent work of one or two camps. He should inquire as to the amount of actual participation in such activities by the average camper.

Since the best teaching is done by individuals who are themselves keenly interested in the task, the parent should ascertain whether the members of the staff responsible for the supervision of these tasks are themselves contributors or simply servitors, counting heads and maintaining order.

In addition to this the camp should provide an opportunity for the presentation of the finished products of past achievement. In music, architecture, literature, the surroundings should all epitomise the best in our cultural history. This is the device for teaching conformity, not by force but by example. The child learns that what is approved is expected, not demanded; but he is stimulated to experiment and initiate, with the hope that some day he may lay aside some contribution to be handed on into immortality.

*Appetitive needs:*—There are six appetites, hunger, thirst, elimination, rest, change and sex. Under guidance, the child must learn that there is an acceptable form of behavior fitted to permit the individual to satisfy all six. He must also learn that there is associated with each appetite a set of rules, customs, traditions and taboos. For example, the child may eat at definite times, in certain places and only certain foods, but also he must eat quietly, and use only arbitrarily selected utensils in an arbitrary manner. He learns that often the arbitrary nature of the custom may be silly and futile but that it is easier and more comfortable to conform than to rebel. But, fortunately, aside from these relatively few simple rules, there is a vast amount of leeway permitted in the indulgence of individual idiosyncrasies. The meal time may be, and often is, a happy time. Choice of pleasant companions, surroundings clean, tasteful and comfortable, variety in food and tableware, these are all permissible as an adjunct to eating. In other words, there is nothing to prevent the "teacher" from arranging the education of the child in the direction of *enjoying* the appetite. What is true of hunger is true of all the others.

The parent should inquire into the camp arrangement with regard to the satisfying of these physiological needs. The child's health, nutrition and general bodily comfort are important but so also is his aesthetic and sensory development. Pioneer life was rugged and bracing and handy, but the insistence on minimum requirements for such comforts as are readily available without spoiling the illusion of back-to-nature, does not make a "sissy" of your child. It is unnecessary to state that the appetite of sex is not fully matured in the young camper. The parent should safeguard the future sex-life of the child by inquiring into the attitude of the director and the staff under him towards sex-education on the one hand and the type and manner of supervision on the other. A fear-producing, guilt-developing lecture or two by an over-zealous counselor may do harm. A sensible appreciation of the importance of a healthy attitude

toward the body and its function is ideal.

*Emotional needs:*—The two fundamental emotions are fear and anger, the former an escape reaction, the latter an attack. Training should be directed towards control and not eradication. The child does not learn emotional control through precept but by practice.

Anger and fear under control are useful and enjoyable experiences. The former is the basis of all progress, the latter is the foundation upon which all judgment is based, and therefore, in camp, the parent should inquire about the opportunities for his child to learn such control. In the majority of educational situations, use is still made of personal competition as a method of arousing fear and anger, "the will to win," the "fear of failure." Whenever prizes, awards, trophies are given for races, accomplishments, etc., the parent may be sure that the emotional life of the child is not being directed but exploited.

The child should be stimulated to achieve by example, not by envy or moral cowardice. A boy, or girl, should not learn to sail a boat in order to wear a token on the sleeve or a bar on the crest, but, rather, he learns so that he may *sail* a boat. Increased knowledge and skill through effort expended is its own sufficient reward in a well-run camp. The added privileges and responsibilities are the natural corollary to learning, and growth in maturity. Swimming, races, ping-pong sets, canoe trips, diving exhibitions are all part of the fun but the thrill is in social contact and group cooperation with friendly rivalry and not in winning at all costs.

It is rather easy to size up a camp with

(Continued on page 30)

Courtesy, Keewaydin Rocky Mountain Ranches





# What Educators Say

## *Regarding the Educational Significance of Camping*

By

WILLIAM G. VINAL, Ph.D.

Professor of Nature Education  
Western Reserve University

**I**N VIEW of the recent emphasis upon camping and education it might not be amiss to present at this time a summary of the idea. From the very beginning there has been a trend which has indicated that camping has always steered its boat toward the star of education. The sea may have been stormy and at times navigation has been hindered by rocks and fog, but through it all we are emerging to a new dawn. Our sails are reefed and close hauled, but our charts and compasses remain intact. So as we pull in the main sheet, may we say "What ho!" and a "Bon voyage."

### *I. Camping as Evaluated by Educators Is a Program of Education*

The school intends, typically, to have the pupils deal only indirectly with life, learning about it from what others have to say. Camp is a place where life is in actual process.

WILLIAM H. KILPATRICK, Foreword to "Camping and Character" by Dimock and Hendry, Association Press, 1929.

We live in an age when camping is not only needed but offers some opportunities for education and character building which cannot be obtained elsewhere.

RAY LYMAN WILBUR, "Camping and Education," *CAMPING MAGAZINE*, March, 1933.

Ideally, all city children of the above ages (between ten and twenty years) should be under "school" controls fifty weeks each year—of which at least ten weeks could be devoted with splendid results to body, mind and feelings, partly to play-life in camp and partly to work-life on farms.

DAVID SNEDDEN, "Learnings and Other Growths Through Camping," *CAMPING MAGAZINE*, March, 1933.

I know of no finer education for our young people than the sort of outdoor life and experience which your group fosters. If at least one summer of real camping in the woods were required as part of the education of each student, there is no doubt but that we should be building better citizens.

A message from GOVERNOR GIFFORD PINCHOT of Pennsylvania to the Camp Directors Association, May, 1932.

The organized summer camp is the most important step in education that America has given the world.

CHARLES W. ELIOT in a talk to the National Association of the Directors of Girls' Camps meeting in Boston.

Clyde R. Miller, Director of the Bureau of Educational Service, Teachers College, Columbia University, in a speech recently stated that "Camps should be built near the city to take care of many school children." He would have these camps operated by public-school authorities. He states further that "most public schools are far too large. Small simple schools united with considerable play area, combined with outdoor experience in camp areas during the summer, would provide a better educational experience than our present type of school."

There seems to be as much good reason for a board of education to acquire property for, and to run a good public camp for boys, girls and adults as there is running a city school building.

Many far-sighted Boards of Education will soon be acquiring camp sites on lakes, in mountains and other beautiful spots, and some day a city without its camps will be considered as negligent as a city without public schools.

GOODWIN WATSON, Columbia University.



It should be kept clearly in mind that we want camping put into the school program but we do not want the school put into the camp program.

LLOYD BURGESS SHARP, Board of Education, New York City.

The School of Education should provide in some measure at least, for the training of leaders in the camping movement.

ELBERT K. FRETWELL, Professor of Education, Teachers College, Columbia University, *CAMPING MAGAZINE*, April-May, 1932.

To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children.

Point 18, The Children's Charter of the White House Conference.

Progressive Education is a chance "To learn the lessons of life naturally, under friendly guidance in an environment of freedom suited to the age of the learner."

Progressive Education Association.

## II. *Camping Is Already a Function of the Public-School Program\**

Chicago, Illinois, and Dearborn, Michigan, have camps throughout the entire year which are maintained or directed by boards of education of the city public schools. Jersey City, N. J., La Crosse and Oshkosh, Wisconsin, have summer camps for public school children who need to build up their physical health. The West Allis, Wisconsin, board of education has recently acquired a 40-acre tract to use for "reforestation work" and for 4-H club work. Thirty-one cities are maintaining camps for malnourished or sickly school children.

A recommendation that appeared in the 1929 annual report of the superintendent of schools of Philadelphia is a prophecy of the day when every boy and girl will have the opportunity of camping. "I would recommend again that a special committee be appointed to find ways and means to establish camps for all pupils in the public schools."

It is estimated that in 1930 one out of twelve boys and girls of school age went to an organized camp.

\* Data obtained from Circular Number 74, Camps and Public Schools by Marie M. Ready, Associate Specialist in Recreation, U. S. Dept. of Interior, Office of Ed. February, 1933.

## III. *The Opinion of Educators as to the Efficacy of Participation in Camp as a Means of Training Teachers of Elementary Science*

The summer camp is one of the most important units for education of young people developed in the last two decades. I have visited quite a number of these camps and without exception have found that those which include a competently trained nature leader as a member of the staff have a desirable quality that is not present where such a leader is not found. This means really training that leader, however. He must know the outdoors. He must see the dynamic aspects of the regions around the camp. He must not be a destructive naturalist nor a foolishly sentimental one. Real knowledge of plants, animals, soils, hills, valleys, and streams with all the interpretations of changing phenomena must be included in his make-up. This doesn't mean that he must know all about these things, for no one does. But he must know something and know the limits of his knowledge and have the spirit of inquiry. Then, he needs to know young people and to know how to guide their interests and to implant new ones. A well-trained nature leader in a camp has very large opportunities in science instruction.

OTIS W. CALDWELL, Director, Institute of School Experimentation, Teachers College, Columbia University, January 8, 1934.

The most serious lack in our present teaching of elementary science and nature study is first hand information with plants, animals, and the earth in their native setting. The experiences which favor the production of a really fine elementary science teacher are not easily obtained in the usual courses in teachers' colleges and normal schools. Daily living with the trees, flowers, insects, birds, and rocks in forests and beside streams and lakes under the direction of experienced nature guides will supply teachers with an abundance of natural science experiences which will bring new life into their classroom teaching.

W. G. WHITMAN, President, National Council of Supervisors of Elementary Science.

In the field of elementary science perhaps there is no place where the average teacher finds herself so inadequate as on an outdoor excursion. Two factors may contribute to her confusion. One is a very meager knowledge regarding birds, mammals, trees, bushes, flowers, insects, soils, stones, etc., which interacting in more or less complicated relationships go to make up the out-of-doors. The

other is a lack of preparation in conducting a class in a place so large and with so many distracting influences as a field or woods. In such a place discipline may become a problem of major importance to the leader who is untrained in the technique of the nature guide.

On the other hand, the fortunate teacher who is also equipped to be a camp leader has at her command the means of reaching the mind and heart of many of the most difficult "problem children." Such a teacher finds in the interest growing out of solving the problems of nature, coupled with the opportunity to use up excess physical energy and in an environment in which the spirit of the individual is drawn closer to the calm, unhurried forces which govern the natural world, the character has the opportunity to develop. What teacher can do this for his pupils? Only he who has studied the out-of-doors first hand and who has a knowledge of how to present it to active individuals who want the physical exhilaration of the out-of-doors as well as its mental and spiritual values.

ESTHER SCOTT, Supervisor of Nature Study, Washington, D. C.

The Nature Guide School of the School of Education, Western Reserve University, founded in the summer of 1928, was perhaps the first outdoor training school for teachers that had a group of children for practice work. There were thirty-two children in residence and about twenty children who were day students from the village of Hudson, Ohio.

The following statement is from Dr. Charles W. Hunt, then Dean of the School of Education and now Principal of the State Normal School, Oneonta, New York:

Our experience at the Nature Guide School at Hudson indicates the great value of specific training in nature leadership for the teaching of elementary science in the schools. The Nature Guide School selected those who had an interest in science and especially the outdoor experiences. It provided practice in the leadership of groups of children and did a great deal to develop not only knowledge of plants, animals, and physical things, but freed those who experienced this training from the fear of entering freely into these experiences with children. Much of the distinction of the science program of the elementary schools of Cleveland is due to these informal teaching experiences with children under the Nature Guide School leadership.

*New College Community* is an innovation in the education of teachers introduced by Teachers College, Columbia University. It is located

on an 1800-acre estate near Asheville, North Carolina. It purports "to give prospective teachers first-hand experience in living, working and studying together in a rural community." A children's camp was opened in the summer of 1934 for practice teaching. Although this is not the first time that a children's camp has been established for the training of teachers, the prestige of Columbia University will have considerable influence in the furtherance of this important work.

#### IV. *The Evaluation of Nature Leadership in Camp by a Few Science Teachers Who Have Had That Experience*

Living twenty-four hours a day in a small social unit, shorn of the comforts of the machine age civilization, gives one an understanding of human nature or practical psychology that cannot be acquired in a classroom. After camping experience one can better understand the child's viewpoint as well as the child's needs. The teacher can then teach life through nature rather than nature for itself.

JOHN D. READ, Westchester County (N. Y.) Camp, 1931-1933; Teacher of Biology, Grade 10, Dover Village, Ohio.

In camp one sees the reactions of children in natural surroundings. It is there that a teacher has a much better opportunity to judge the value and fitness of any work given when the influence of "marks," "ranking," etc., have little or no appeal.

FANNIE A. STEBBINS, Camps Yokum and Aloha; Retired Supervisor of Nature Study, Springfield, Massachusetts.

Camp helps one to know the all-year development of nature—the complete metamorphosis of butterflies, the life history of plants from seed to seed, the mid-summer flowers and birds. A fall-winter-and-spring teacher often fails to know the summer side of her teachings.

Camp life is a real test of whether one can get along with people for twenty-four hours a day.

ALICE GROTH, Epworth Woods Camp, Mars, Pennsylvania; Teacher of Nature Study, Western Reserve University Nursery School.

In my opinion a teacher of any of the nature sciences should be required to attend a nature training camp for at least six weeks.

DOROTHY OAK, Camp Moy-mo-da-yo, Maine; Teaching Advanced Biology, Senior High School, New York City.

(Continued on page 24)

# Unit Camping

## *The Girl Scout Method of Camp Management*

By

EMELIA A. THOORSELL

Secretary, Camp Advisory Staff,  
Girl Scouts, Inc.

IN THE past the greatest problem for Girl Scout local councils operating established camps\* has not been to increase the number of campers attending the camps but to maintain during the natural growth in numbers a quality of program that would permit them to continue to claim their part in the educational movement of camping.

Camping in Girl Scouting began with the movement. At first the camp was a troop camp, small in attendance and therefore easy to administer with the patrol system of management. The camp program was as natural, free, and vital as was the experience of this small group in their weekly troop meetings. The camping experience seemed just a natural progressive step in their Scouting. The additional opportunities which camp gave to the group was a welcome medium through which the leaders could continue the objective of the organization: the development of the individual.

With the growth of the organization came the need for local councils to extend their camping facilities in order to accommodate the increasing number of girls who were eager to camp. The desire to camp was stimulated not

only by the girls who had had happy times in camp, but also by leaders, camp committee and local council members, and parents, too, who knew that camping was an important and necessary experience for girls to enjoy while they were growing up.

The extension of camping facilities raised the problem of how to preserve and cherish the ideal of the early days, the ideal of the whole organization: the development of the individual

through the small group, her patrol, and her troop.

The Unit System of management was the answer. The patrol system suffices as a system of management for camps with an enrollment of thirty-two campers or under, but for camps accommodating more than thirty-two campers the unit system of management is used in addition



Paul Parker Photo, Courtesy, Girl Scouts, Inc.

"Let us be reverent and feel a calm peace falling  
On all about us, now the sun has gone."

—Birdsall Otis Edey

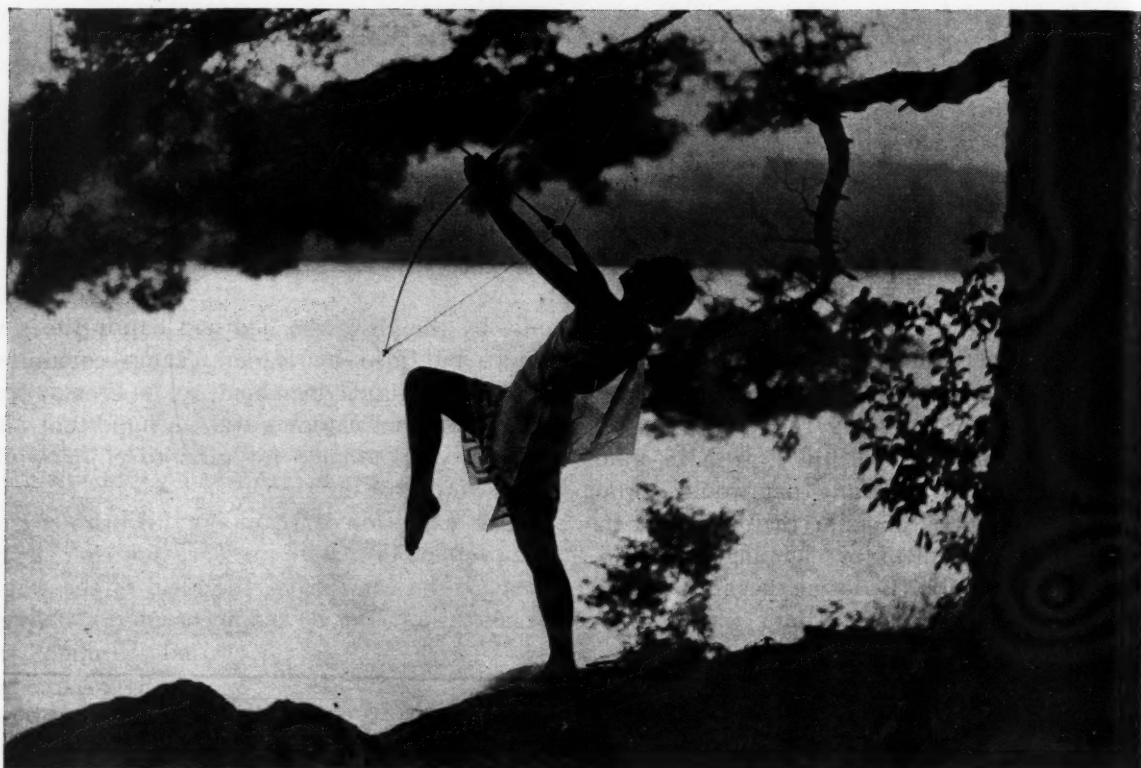
to the parole system.

Units are usually from twelve to twenty-four campers each in size, each unit being located in a little camp of its own which in the ideal arrangement, is some distance from the other unit camps. Sixteen to eighteen campers is the ideal number. The pioneer unit and units for the older or for the more experienced campers or for both, are always small—from twelve to sixteen campers in number. The campers are placed in units after carefully considering four factors: age, school grade,

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\*An established camp is one with provision for long-term camping by Girl Scouts for more than one troop, under the leadership of a resident staff, and under the supervision of a local council.





Courtesy, Camp Beenadeewin of Keewaydin

# Professional Training of Camp Counselors

By RALEIGH SCHORLING

Professor of Education, University of Michigan  
Chairman, Michigan State Camping Commission

**A**S EVERYONE knows, our camps range all the way from the very good to the very bad. A camp may be destructive of physical and mental health. There are three specific things that those interested in promoting the camping movement can do to make their work more nearly professional:

First, insist that the experiences of a good camp are a necessary part of the normal education of a boy or girl.

Second, utilize the available techniques of research and establish standards which do not now exist and which would prevent both children and parents from being exploited.

Third, see to it that counselors are professionally trained.

The Michigan State Camping Commission has dreams and plans of bringing these things to pass. Realizing that we have made scarcely a beginning, and being well aware of the obstacles that confront any movement in its early stages—especially a movement that is not socialized in one sense, for the profit motive is still a practical consideration—the Commission cannot confidently predict rapid progress or especially valuable outcomes. Our Commission can only promise to do what it can and believes that the great interest in the problem and its fundamental importance to the continued improvement of our American institutions, perhaps even to their perpetuation, will result in something worthwhile.

Let us consider briefly the first step which conceives of camping as an integral part of the education of a child. Two things are involved. First, we must recognize that the life of the typical child of today is artificial and limited. It is limited in the crowded city with its lack of play space, in the homes of the farm or in the small town so often barren of cultural forces, in the homes of the wealthy and of professional people with their excesses of ready-made things and emotional concerns, and in the formal school with its lack of basic sense experiences and its emphasis on adult patterns. For all of these settings a constructive camping program can be a valuable supplement.

Second, we need to realize that camping must go hand in hand with the rest of the educational set-up. The regular school and the camp must not work independently and in any event must not work at cross purposes. The camp director and the counselor must be educated to have a broad view that will enable them to integrate the experiences by seeing to it that the home, the school, the camp, the church, and the gang all work in harmony for the mental and physical health of the camper. The teacher of the regular school and the camp counselor can learn from each other. Camping

has a great contribution to make to our traditional schools both on the side of subject matter and methods. On the other hand, it would be folly for camping organizations to disregard all that the more progressive schools have accumulated in the way of systematic experiences and techniques, especially as regards the utilization of procedures in research. Sooner or later camp directors must study their problem in systematic fashion, must establish minimum standards, must cooperate in securing accurate data, and share in the outcomes of research.

I attach great importance to the second step—the adherence to a set of standards, either through cooperation or through legal procedures. Every profession has had to come to it. Nothing contributed more to the development of some of our American schools at certain stages than the machinery for certification. There is at present a bill in the Legislature of Michigan providing funds for setting up the necessary machinery for the registration and certification of camps. No one knows whether this bill will pass, but the history of camping in Michigan will some day, no doubt, record as an important step the mere introduction of such a bill.

As regards the third step, camps will never

Courtesy, Camp Beenadeewin of Keewaydin



rise above mere custodial care and detention, a sort of glorified nurse function, without professionally trained counselors. What type of training should this be? Surely it should not be the same as the traditional training of a teacher. It must be a broader program worked out cooperatively by scholarly people to be found in the camping organizations and among professional educators. At the University of Michigan we have two specific professional courses operating on two levels. One course deals with research; the other is an integrated course for camp counselors and directors. No one presumes to know enough to block out such a course alone. As given last year the course consisted of the following units:

"Trends and Objectives in Camping," by Professor L. F. Dow, a man with wide camping experience.

"The Administration of Camps," by Professor Paul B. Samson, a member of your own Board of Directors.

"Federal Projects in Camping and Outdoor Recreation," by Professor S. W. Allen, of the School of Forestry.

"Organization of Camp Programs," by Mr. Boyd Walker, director of the Detroit Y.M.C.A. Camps.

"The Place of Music in Camping," by Professor J. E. Maddy, director of the National Music Camp.

"Mental Hygiene Problems in Camps" and "Psychology of Adolescence," by Professor H. Y. McClusky.

"Youth Movements at Home and Abroad" and "Approaches to Character Education," by Professor W. C. Trow, a psychologist.

"Religious Training in Camps," by Rev. Edward W. Blakeman, Counselor in Religious Education and a member of the staff of the University.

"Pre-School Trends in Camping," by Dr. Katherine Greene, and "The Psychology of the Pre-Adolescent," by Professor W. C. Olson, both specialists in the education of pre-school children.

"The Measurement of Results in Camping," by Professor Clifford Woody.

"Sociological Problems in Camps," by Professor L. J. Carr, of the Sociology Department.

"Personal Health Problems in Boys' Camps," by Dr. R. H. Freyburg, of the University Hospital, a camp counselor for many years.

"The Sports Program in Camps," by Mr. Matt Mann, Varsity Swimming Coach and director of a fine Canadian camp.

"Dramatics and Story Telling in Camps," by Edward E. Freed, Instructor in Dramatics.

"The Arts in Camp," by C. W. Angell, artist in the University Museum and member of the University Fresh Air Camp staff.

"The Crafts in Camp," by Marshall Byrn, specialist in the general shop.

"The Technique of Camping," by Mr. E. V. Jotter, a member of the Soil Erosion Service in Washington, D. C.

"The Study of Animal Life by Campers," by Professor G. R. LaRue, one of the world's distinguished biologists and Director of the University of Michigan Biological Camp.

"Land and Water Safety," by Dr. Paul Samson, Jr., of the University Hospital, who has been a waterfront counselor for years.

"Camp Sanitation," by Dr. Frank Lynam, University Health Service, camp physician for years.

"Individual Differences in Play Interests," by Professor E. D. Mitchell, editor of the *Journal of Health and Physical Education*.

"Camp Morale" and "The Selection and Training of Camp Counselors," by Professor Raleigh Schorling.

I have listed these in some detail in order that you may note two things: first, that a large number of people contributed to the course, and second, that the group was about equally divided between camp leaders and professional educators.

As guides for the organization of professional courses in the training of camp counselors certain broad principles will now be suggested.

1. *The camp counselor must acquire a philosophy of camping.* He needs to view camping experience as practice in a way of living that is designed to achieve certain specific objectives, for both the individual and the camp. A program of guiding principles is all-important, especially in the life of an institution that is young and whose functions are only vaguely defined. For example, the camps of the Civilian Conservation Corps provide, as we shall discuss later, a clear illustration of the need of a valid educational philosophy.

2. *The general education required of all camp counselors as background should be*



*broadly conceived and directed toward sound scholarship in the main areas of human experience.* Parents have a right to expect a counselor to be, if not the best, at least a dependable representative of modern culture. The foundation must be laid broad and deep in order that the camp counselor who is a skilled technician in an activity program may get beyond the activities to the objectives of a camp. In selecting a camp counselor we do not need to ask the question, "Shall we select a star athlete, or a person with fine personality, or a camp man of fine intelligence?" The time has come when we can reject this devastating theory of compensations and substitute the word "and" for the word "or." We can insist that a camp counselor shall be a person of fine health, good character, demonstrable skill in an activity program, high general intelligence, and good scholarship. Nothing less would be worth tying into the rest of the educational program.

3. *The counselor must have at least a general acquaintance with the major persistent problems of civilization.* Among these we may list:

- (a) The attempt to raise the standard of living.
- (b) Adjustment to and the control of the

physical environment looking toward the utilization of this environment for individual and social ends; as, for example, in the construction of implements and weapons, and in hunting, fishing, cultivation of the soil, transportation, and communication.

(c) Adjustment to and cooperation with others in the family, the tribe, the community, the state, and other nations.

(d) Achievement and maintenance of physical and mental health.

(e) Creation, interpretation, and appreciation of art and beauty.

(f) Development of guiding principles and the search for ultimate values through science, religion, and philosophy.

(g) Achievement of economic security.

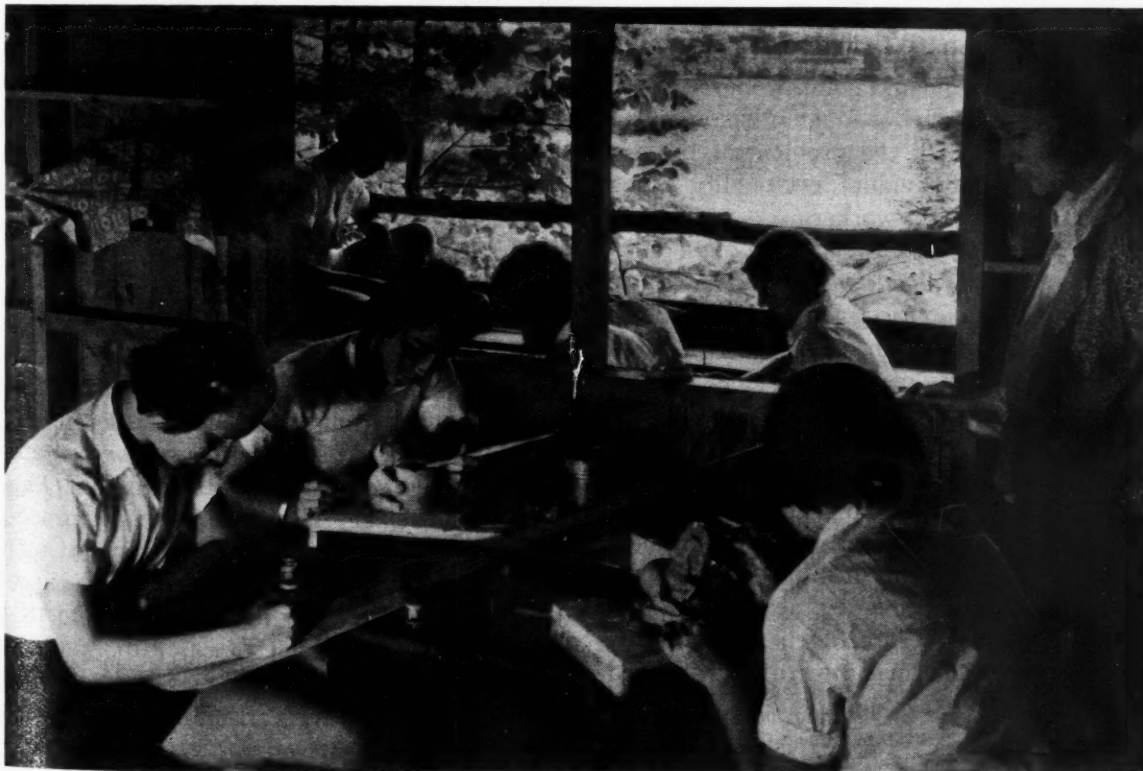
(h) Achievement of political unity and peace.

(i) Acquisition and transmission of the social heritage.

(j) The continued improvement of the social order looking toward the fullest measure of life for all.

4. *The specialized curriculum for campers should be organized on a functional basis.* The professional camper must guard against having his patterns of thinking limited by narrow de-

Courtesy, Camp Beenadeewin of Keewaydin



partments or fields of subject matter. His training must be based on a genuine respect for scholarly habits in the various fields from which he must draw to enrich and illuminate camp experiences in dealing intelligently with the ever-changing series of problems which society faces.

5. *The camp counselor needs to acquire something of the point of view and technique of the mental hygienist and the social worker.* Wickman's study<sup>1</sup> shows that there is a significant difference in point of view between the typical classroom teacher and the mental hygienist. To the teacher profanity, smoking, disobedience, defiance, obscene notes, and vulgar talk are all very grave offenses; whereas, in contrast, the social worker may consider these relatively insignificant for the long pull toward sound maturity. The trained social worker views with alarm excessive suspiciousness, dreaminess, being overcritical of others, sensitiveness, and shyness, whereas these are precisely the danger signals that are likely to be overlooked by the classroom teacher. The teacher considers most of the petty behavior problems as serious matters and is inclined to make issues of too many things. In any case, here is a significant difference in point of view, and a sound program for the education of children undoubtedly lies somewhere between these two attitudes. The practical implication to camp directors is that the valid procedure will involve the technique and point of view of both groups. The personnel of a camp has a golden opportunity to attack the problem of the adjustment of the individual personality along the lines of the clinical worker.

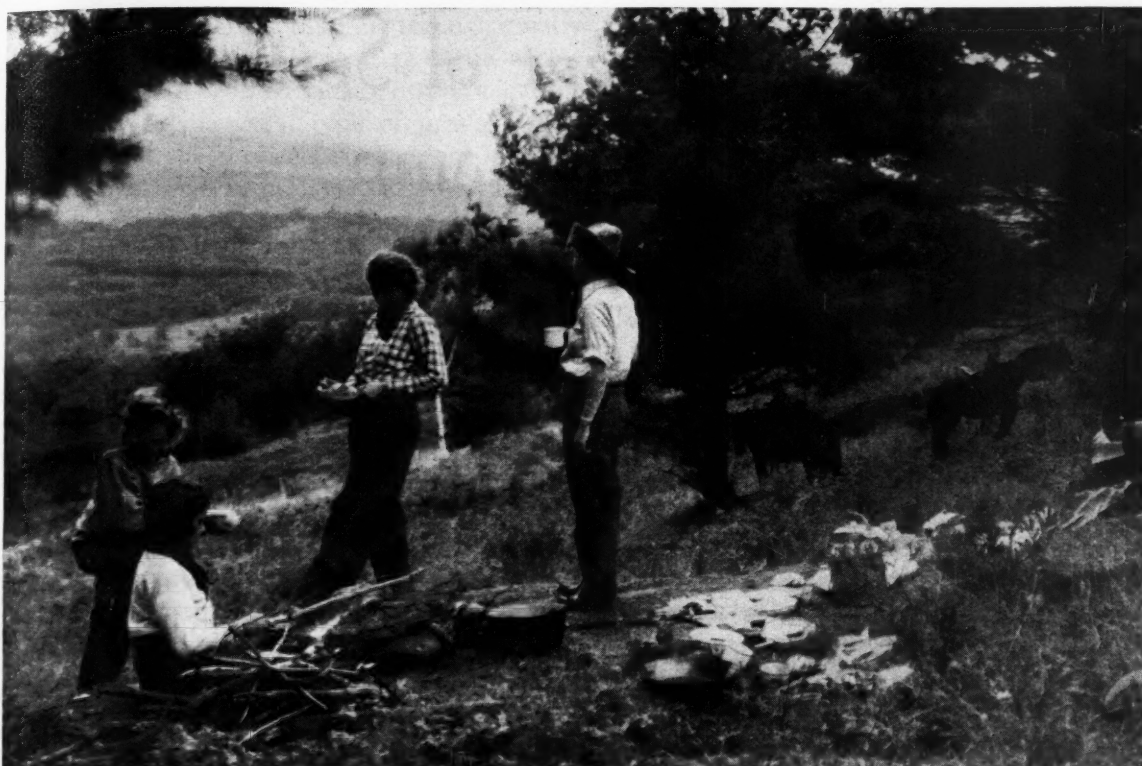
6. *The camp counselor needs to be taught to base a program of educational guidance on personnel records in an objective way.* Our failure to keep continuous and accurate records of the growth and progress of the individual camper is perhaps one of the weakest spots in camping procedures. It cannot, I think, be denied that in general the records of a camp are fragmentary and that they fail to include many significant measures. If we are to have a clinical approach to the problem of adjusting the individual personality, or more practically stated, to the problem of organizing a camp setting that will promote normal growth we will need

to have more systematic procedures in the accounting of human material. There are a number of measures, as, for example, intelligence, general health index, occupation of parents, quality of the home, scores on certain important achievement tests—such as reading tests, knowledge of what each pupil can do best, and the like—that are obviously important in the educational guidance of the campers. Certainly we should avoid a fundamental error often made by teachers. To a curious extent teachers hold the belief that the child should each term or semester “start over” lest the teacher be prejudiced by low marks, low test scores, low intelligence quotient, or black marks of behavior episodes. We need to remember that a teacher or a camp counselor who cannot deal without prejudice with all the facts obtainable before him is not likely to deal intelligently without them. One must plan the camp experiences of the child on the basis of individual record, observations of behavior, test results, and so on, much as a physician plans for his patient on the basis of clinical records. It is probable that an up-to-date hospital develops a more adequate record of a patient in a week's time than the camp does for a child who is enrolled all summer.

We need also to concentrate on methods of improving the validity of judgments in personal contacts representing observations and interviews. We can get rid of our excessive skepticism of the use of opinions and judgments by a refinement and systemization of procedures.

7. *The members of a camp staff should be trained to formulate primary aims of the camp as a whole, and the specific objectives that relate to individual campers in so definite a form that all concerned can stress their achievement.* In too many camps there is a lack of a well-organized and clearly stated group of aims, with the result that members of the staff are emphasizing different points of view to such an extent as to introduce confusion into the program. The camping movement needs to profit by procedures that have been employed in some of our school subjects. These have gone through three stages which time does not permit me to develop, but it is obvious that camp morale, for example, is not incidental or an accidental by-product. It is something that must be specifically planned and striven for. If you wish to

<sup>1</sup> E. K. Wickman, *Children's Behavior and Teachers' Attitudes*. New York: The Commonwealth Fund Division of Publications, 1928. Pp. 247.



Courtesy, Camp Beenadeewin of Keewaydin

get an atmosphere and a friendly tone in a camp there is a very definite way to get it. In like manner the educational guidance of the individual camper should be directed to achieve some specific improvement. Here, also, techniques that may be utilized are available in camping procedures and in the practice of the regular school. Emphasis should be given to social and human objectives designed to improve health, to build morals, to stabilize morale, and in general to equip for participation in normal life.

8. *The training of a camp counselor should give a clear insight into the modern concept of discipline.* We should strive for a discipline which comes through (a) doing necessary and worth-while tasks supremely well, (b) respecting law, (c) observing the rights of others, and (d) appreciating the value of orderly and methodical procedures.

9. *The camp counselor should come to recognize the exploratory function of camp experiences.* The immediate need is an education for adjustment, but the ultimate goal is a future citizen who will have greater appreciation and understanding of the contribution of many types of workers and of their place in the life of a community. The camp counselor should

strive to lend dignity and attach educational value to any task, whether manual or mental, that contributes to the welfare of the camp.

10. *The camp counselor should be trained in the procedures of curriculum construction.* Here we have scarcely made a beginning, but the task is enormously difficult because in the practical sense you need a special curriculum for every camper. Moreover, we are dealing with an enriched camping curriculum consisting of a large number of small unit courses. However, this is one of the areas in which those concerned with the camping movement can learn from professional educators. There are some procedures that are better than others and these should be used.

*Application of the guiding principles.* It is hoped that the preceding list of guides will serve to illustrate the importance of a program or platform expressing a point of view, a definite philosophy. The implications of a few basic guides are far reaching. If such a program had been applied when the camps for the Civilian Conservation Corps were organized, we might today have a new educational institution providing for the continued improvement of our American institutions, instead of

(Continued on page 27)



# The Enrichment of Spiritual Life in Camp

By

EDWIN M. HOFFMAN  
Berea College, Kentucky

ANYONE familiar with the summer camp must realize that it offers an opportunity for religious education of the best sort. All religious activities, however, do not hit the mark. Some may even do violence to the religious natures of our campers. Results are difficult to evaluate. Yet the real value of a camp may depend more on how this opportunity is embraced than upon any other one thing.

Every camp director, I am sure, at the end of the camp season wishes, he had some measuring rod for cultural and spiritual values as accurate as the scales which record gain or loss in avoirdupois. All of us feel that not only should we give a boy a good time, but that we should also do him good. Now none of us can draw a line indicating exactly what constitute the spiritual environmental factors in a program. It is there, we know, but it is elusive. Sometimes an unexpected, unprogrammed thing has the greatest value of all. Then what is the use of trying? In spite of the fact that we are now treating boys and girls as unities, and not as composites of emotions and habits, we shall still find that if we expect to help boys and girls face the realities of life in a way that gives them victory and progress, we must do something definite in the way of moral or religious education.

Our theme is a positive one—the enrichment of the spiritual life of campers through a camp program. It is, of course, impossible to analyze every element that enters into spiritual growth at camp. Every person in the camp makes his contribution to it, from the humblest worker about the place to the director himself. Because of the strategic importance of a counselor's moral influence, the wise director reckons with the spiritual influence of a counselor quite as with his special skills. In addition to this intangible outpouring of personality con-

stantly being woven into the pattern of camp life, there are usually particular individuals on whom more specific responsibility is placed for the promotion of things of the spirit.

The following factors commonly appear in the camp program as definitely religious activities:

1. Church service on Sunday morning;
2. Camp or cabin devotions;
3. Grace at meals.
4. Vesper or Council Fire service (outdoor, uniquely camp-like);
5. Discussion groups or Bible study.

It is not within the scope of this article to discuss a philosophy of religious education or its technique in detail. We want merely to make some suggestions aimed at helping to strengthen and vivify those factors making for the spiritual or cultural enrichment of camp life.

To a very great extent our Sunday morning services have been adaptations of the adult service of our churches at home; while the informal service, such as cabin devotions, may have become mere routine with no growth during the season in spiritual sensitiveness on the part of the campers. Too often both have been far removed from the realities of life situations.

Now, if we are to have formal religious services at camp at all, let us be adventurous enough to discover new forms that grow out of and grow into the life of the camp. Let them be services that the campers themselves plan and carry out. Should they be patterned after the church service at all? Should we have "prayer and scripture reading" as it is ordinarily done, or can we devise forms more fitted for camp, and for boys and girls? Could some of the prayers of great souls be memorized or read well by campers? Or could campers themselves take time to write out prayers that seem to them to express the aspirations of their fel-

lows? Or we might try thinking through quietly some of the Psalms together, or some of the words of Jesus. Even silence itself might be preferred to the usual type of prayer. How long should the service be? If there must be the formal sermon, or talk, let it be carefully fitted into the whole service, and on some theme that may conceivably strike fire in the heart of youth. Should we not have less talking to and talking at boys and girls, and more talking with them about our quest for the good, true, and the beautiful? Should we not think along with them in these services of a meaning of religion that is not only individual, but adequate for social problems? We may not settle them, it is true, but we may link up with them our individual responsibility to these stern realities, lest our emphasis upon the seclusion of camp make religion an escape from this phase of reality.

It is not, however, in the formal type of service that the most potent impressions are made. In the mind of every boy or girl who looks back over his camp days, it is not the Sunday morning service that made the difference to him, but the service around the fire, or by the lakeside, or out under the stars—the service that was uniquely of camp, and removed from the conventional type of religious service. It is here that the unexpected, unplanned-for takes place, brought to pass usually as the unconscious by-product of a camp leader whose depth and richness of personality opened the door of spiritual things to his group. Such "services," if we may so call them, cannot be listed or planned. They are the priceless values that program cannot schedule nor salary obtain.

There is, however, a unique camp service that may be planned, the quality of which is determined by the occasion, and the power and spiritual reality of which is determined by the degree of truth-seeking. Such a service might come from the dedication of the camp shrine, where, in a secluded spot of beauty, an altar is set up to be always a place of quietness, where any camper may retire for reading, prayer, or meditation. Around such a shrine should be built up a tradition of true worship, striking more deeply into reality than any ordinary "service of worship." Another unique camp service is the Morning Watch, in which the campers retire to the Council Ring each morning for a few moments of quiet Bible reading,

with no word spoken save, possibly, a short prayer at the close. The "all night vigil" may become one of the supreme experiences of a boy's life at camp. Certain of our tests and requirements for Indian lore have deep spiritual potentialities if we have enough of the seer and the prophet in us to discern them.

Many of us are convinced of the value of ritual in camp services, not only in the Council Fire, but in "regular" services. But after all, is not the most enriching ritual of all, the ritual of silence? If there is anything in what we say about God in nature, if there be any such thing as real spiritual value in the "great out of doors," why not try out our faith by giving these spiritual forces an opportunity, by giving our campers more opportunity to let these spiritual forces come into their souls? What an opportunity we have out under the stars when we lie there and "just talk," and "deep calleth unto deep." Too long has talk about religion been confused with religion itself; too long have we neglected the quiet values for the noisy "Come-on-now-let's-put-a-little-pep-into-this-next-verse," "Everybody-now-sing-out-on-the-last-verse" activity we call religious exercise.

*"When from our better selves we have too long  
Been parted by the hurrying world, and droop,  
Sick of its business, of its pleasures tired,  
How gracious, how benign, is solitude."*

—Wordsworth.

If we are to have cabin devotions they should relate to life, and life situations, and not be held simply to "be held." The only real things are concrete. A boy can understand that he cannot be "loving" or "kind" just in general, but that he must be kind toward his cabin mate, or loving in his willingness to give up his liberty or privilege for the sake of some other person. If our cabin devotions can be tied up to the reality of concrete experiences, then we are, it would seem, getting down to bed rock. Dr. George Coe has undoubtedly touched one of the sore spots in our modern religious education when he calls our attention to the fact that we have thought of religion too much as something to be transmitted, by word of mouth, from teacher to pupil. When we are ready to drop that unreal, and too often dishonest attitude, and get down to bed rock with our boys and girls, and let them know that we, too, are

in the quest with them; that we, too, have our tempers to fight; that we, too, are troubled by decisions we must make, problems we must face, doubts we must endure; and that we, too, want to find a way out—we have arrived, says Coe, at a method of education that should bring to both teacher and pupil the values of religion. Where else than in camp, does one have a better opportunity to try out such a method?

Surely no more than a passing word need be said, in this day, concerning the social values of religion. With older boys and girls these questions will arise. Individual camp directors and leaders will differ in their attitudes on these questions. However, if a camp is to be an educational force, we cannot ignore this part of life, and we would be cowardly were we to attempt so to do. Parents do not, of course, send their children to camp to be propagandized, but if our camps are to have the power of strong, courageous, fine personalities, we must not fear to put ourselves, nor fear to allow others to put themselves wholly into the spirit of the camp.

There are other factors in camp life that have a definite contribution to make to the spiritual environment. First, one who loves it, would name music. This theme demands a discussion by itself. Let it only be noted that quite aside from any so-called religious connotations, music has its own inherent spiritual value.

A second element having great possibilities in enriching camp life is that found in writing and story telling. In story telling the two extremes should be avoided—the professional story-teller who does it all, and the *laissez faire* policy of letting just anybody tell any kind of a story in any way. If there is a counselor in charge of story telling, he should be responsible for the development of story telling by his own practice, by coaching and stimulating others to tell stories, and by a mild and legitimate censorship. Some of the former campers might be asked to return with some good stories in mind. Good stories are many in number but they must be sought out and laid hold of. Think of the time wasted on witless, worn-out “ghost stories”—there are good ghost stories and mystery stories without the crude, cut-throat horrors of many inferior types. There is a place for the nonsense story, the wild harum-scarum type that go on from camper to camper giving

the whole circle a chance for a fling in imagination, the witty stories, the “John Henry” type of tall story, the true story of travel, adventure, discovery, heroes of peace and brotherhood—such an infinite variety, but it calls for planning and preparation. It will never just happen.

Few are the camps who have discovered poetry. The spell of the bard has not been broken through the ages, and when thrown back around the primeval fire, rhythm, beauty, and the mystic magic of poetry live again. Imagine, for instance, “The Rime of the Ancient Mariner” given around a camp fire, or bits from “Hiawatha,” or the poetry of Noyes or Masfield. Here again it is a matter of planning and preparation.

As a form of creative effort, poetry might well appear more boldly in the texture of camp life. In our American ideal of youth, particularly that of boyhood, we have taken the active, athletic type as our norm. The type of boy to whom athletics and sports may have little appeal, has been too often driven still deeper into emotional conflicts because of the strident insistence upon trying to make him conform to the standard. As a corrective and as a normal part of camp, let us seek to give the camper who has the creative gift of music, or poetry, or any of the arts, his fair recognition in group life, and his fair opportunity for growth in such expression.

Let us now consider briefly the camp paper. If our camp is to be on the level of a funny paper, let that be the level of our camp paper; if it is to be chiefly an organization for the profit of the owners, let our camp paper be an official organ for camp advertising; but if we aim at the stars, let our camp paper reflect that aspiration. If there is any single activity that offers a medium for the expression of creative imagination superior to the camp paper, what might it be? A camp that finds the right counselor for this high task, a counselor who has the vision of excellence, who is inventive enough and leader enough to encourage, stimulate, and inspire the campers to join with him in creative writing, has made a fortunate choice. The camp paper may be one of the high avenues for spiritual enrichment of a camp when conceived on the plane of its possibilities.

A third type of creative work we find in dra-  
(Continued on page 28)



# Water Buddies in Camp

*Waterfront Supervision as the  
Red Cross Sees It*

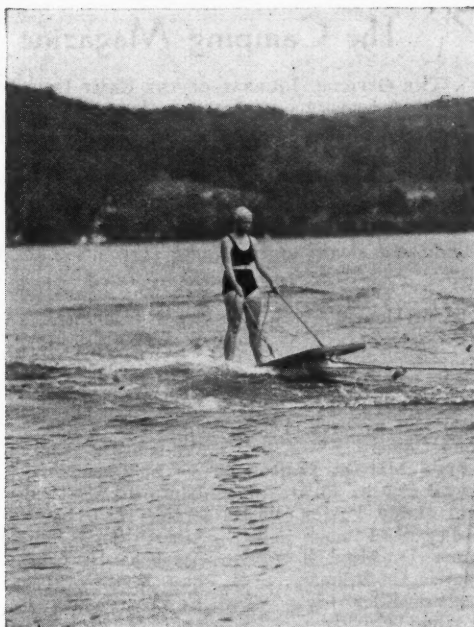
By

WILLIAM E. LONGFELLOW

First Aid and Life Saving Service, American  
National Red Cross

**S**OLDIERS risking their lives in the misadventures of war have found the need of having a buddy to depend upon in a crisis, be it social, political, civil or military, and in the noble company of adventurers whether seafarers, mountain climbers, or explorers, buddies have been found of great service. A partner in the great open spaces helps to make hardships more endurable, to ease up loads, shorten distances, and go the extra miles that reach the goal. For want of a buddy to miss him, to call for him, many a good man has drowned, unnoticed and unwarned, or unrescued until too long a time has elapsed for resuscitation.

We find such a case in a college man from a famous Virginia school who had a seizure in the water with a whole company of reserve officers all around him. He was not teamed up with another student so no one noticed him go under water, and no one missed him when the company was called out, hurriedly dressed, and fell in for the trip back to camp without a roll call. Two swimming periods later someone stepped on his inert body on the bottom, but all resuscitation measures proved ineffective. Investigation showed he had recently arrived and was not with the student officers who knew him well—for lack of a friend his life was lost. And so the idea of "Water Buddies" was born, to prevent a needless recurrence of such catastrophies. Everyone who swims at the regular time is assigned a water chum or comrade of his own ability group, who swims as partner or buddy with him for that whole period; some-



Courtesy, Camp Beenadeewin of Keewaydin

one to call to, someone to challenge, someone to excel.

In an army camp, if negligence on the part of the officer in charge of the swimming beach can be proven, he can be court-martialed. If a water-front counselor in a private or welfare camp is negligent or willfully heedless, and some youngster slips through and drowns, he can be discharged. But neither case will bring back to life the drowned camper. Such a well-tried device as the "Water Buddy" plan is at the service of all camp directors, and I suspect that it is upon their heads that the blame should fall, when lives are lost or jeopardized through lack of it.

It is such a simple scheme. Before every swim or dip the campers assemble by ability groups. Sinkers, swimmers, and life savers or free swimmers—each selects a partner of like ability as his teammate for the period of this swim. They swim and play in the water together during the swimming period, and each keeps near enough to the other to be able to account for him any time the whistle blows. "Buddies" is a sort of safety game—a sporting proposition that two campers shall undertake to *live* together during a swimming period.

Many new friends have been made this way, for it is usually a brand-new alignment. Boys who play tennis or excel in basketball, archery, or handicraft are frequently at different ends of

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## The Camping Magazine

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### In Defense of Skills

Much water has passed under the bridge since the formal days of regimentation and compulsion in organized camping. We have grown much wiser of late in camping—and happier. Today it is almost universally accepted that the chief function of the camp is to teach boys and girls to live, and that this is best accomplished *through living*, naturally and normally, rather than through artificially contrived and motivated programs.

If the camp can condition campers to live happily, successfully, and wholesomely with other people, with proper attitudes toward life and with a set of acceptable values, it has fulfilled a supremely worth-while and significant function. In short, if one objective can be placed higher in the scale of values than another, the supreme end toward which we are working in camping is social adjustment, well-integrated personality, and emotional stability and maturity. On this point there could scarcely be a question.

Viewed in this setting, the teaching of skills fades somewhat into the background. And if we interpret aright the thinking of many, the skills fade far into the distance—activities come to be regarded primarily as means of keeping campers happily and busily occupied while the process of social adjustment and

character guidance goes on, without thought of any good inherent in the activities themselves. The activity serves as a medium through which the counselor can get at the camper for guidance.

All of which is sound enough in a sense, but in the close analysis, after all, isn't it a form of particularism that fails to view the picture in its entirety?

What we aim to develop is the *whole* child, and when we view the factors included in the development of the whole person, the development of skills takes on a distinct importance.

*"We are all blind unless we see  
That in the human plan,  
Nothing is worth the making  
If it does not make the man."*

The skills he possesses comprise no small part of this man. They predispose him to certain lines of activity; they make enjoyable activity possible for him; they enrich his life and lead to joy.

It is the function of institutions other than the camp to provide the skills for earning a living, but it is the distinct function of the camp to provide as many of the skills as possible for living life. In short, it is the business of the camp to educate for leisure; particularly to educate in those leisure-time skills that are better taught in camp than elsewhere, in the distinctively camp or woodsy skills. These skills, once developed, become a permanent part of the individual for life, and open up priceless channels for living.

Particular skills? Favorite skills of the camp director? Certainly that does not follow. The criterion here is what the camper's wants are, what he is interested in, and what skills he aspires to develop. But he should go back to the city with greater proficiency than when he came, in activities of some sort.

In accomplishing this end we are insuring the happiest possible summer for boys and girls. As contrasted to the recreation of adults, youth achieves its greatest joy in sensing accomplishment in the reaching of its coveted goals.

Let us, then, keep our perspective in considering camping values. Most certainly it is a function of the camp to contribute in every possible way to the accomplishment of social

*(Continued on page 29)*

## *Seen and Heard*

# ALONG CAMPING'S FAR FLUNG TRAIL

### **New York Section and Children's Welfare Federation Pass Health Resolutions**

The New York Section and the Committee on Vacation Homes and Camps of the Children's Welfare Federation held a joint dinner conference on Tuesday, March 26, at the Prince George Hotel in New York City. Over one hundred and seventy-five were present.

Dr. Shirley W. Wynne, former Health Commissioner of New York State, and President of the Children's Welfare Federation, was chairman. The program was on the subject, "Camp Supervision and Legislation—What Shall It Be?" The principal speaker of the evening was Dr. Thomas Parran, Jr., Commissioner, New York State Health Department, who spoke on the new sanitary code of the State of New York as it applies to camps, and the plans of the Department to supervise and control the health of camps. Dr. Elbert K. Fretwell, Professor of Education, Teachers College, Columbia University, carried the discussion further in his talk, by stating the belief that the Health Department could do even more than merely controlling health. Miss Hazel K. Allen, President of the New York Section, gave an illuminating talk on the various health regulations of other states as they related to camps.

The conference passed resolutions to the effect that "the Committee on Vacation Homes and Camps and the New York Section of the Camp Directors Association go on record as heartily approving the steps taken by the State Health Department to maintain healthful and sanitary conditions at camps, and . . . that these two groups appoint a committee to meet with the representatives from the New York State Legislature to discuss the advisability of registration for camp directors and counselors and other steps which might provide for the cultural, moral and spiritual welfare of the child."

### **New York Section Sponsoring Radio Contest**

Through the cooperation of R. H. Macy and Company the New York Section's radio committee is sponsoring a series of twelve quarter-hour broadcasts over radio station WOR, Newark, New Jersey. Six of these will be devoted to girls' camp activities, and will be held on successive Saturday mornings (at 9:45 A.M.) starting April 7; similar

boys' programs will be broadcast Saturday evenings at 7:30 beginning April 27. The programs will be in the nature of a continued story and will be both highly interesting and at the same time educational.

In order to create a greater interest the Radio Committee, with the approval of the Section Executive Committee, has decided to conduct a contest for boys and girls, awarding free scholarships at camp for the four best papers on the subject, "Why I Would Like to Go to Camp." The Competing boys and girls will be divided into two groups, those between 6 and 11, and those between 12 and 18.

### **Great Lakes Council Conference**

The Great Lakes Council will hold a camp conference at the Masonic Temple, Detroit, on Saturday, May 4. A varied program featuring strong speakers, is being prepared.

### **Large Camp Institute Held in Chicago**

The Camp Institute held recently at Gerge Williams College, Chicago, attended by 330 camp leaders, proved to be a most significant gathering in many respects. The beginnings made in the development of desirable standards for camps by this group are of outstanding importance and will be presented in a forthcoming issue of THE CAMPING MAGAZINE.

### **Physical Education Conference Features Camping Lectures**

At the Camp Section of the Mid-West Physical Education Association Convention held in Milwaukee, April 4, 5, and 6, Mr. Clarence H. Rasmussen, director of Camp Red Arrow, gave a talk on "Fundamentals of Program Making in Camps"; Dr. W. J. Monilaw, director of Camp Highlands, talked on "Camp Administration"; Professor Leon G. Kranz, of Northwestern University, talked on "Professional Training of Camp Counselors"; and Mrs. John P. Sprague, director of Camp Clearwater, for girls, talked on "Cooperation Between Schools and Camps." Mr. Robert Snaddon, Madison, Wisconsin, director of Camp Osoha for girls, was chairman of the section.



## ON THE TRAIL OF NEW BOOKS

### Leadership in Group Work.

By Henry M. Busch. (Association Press, 1934)  
305 pages. \$2.25.

There is no more important adjunct in the machinery of adequate education and social work than modern group work, and its importance is looming larger every day. Yet there is no aspect of education in which the literature is so scanty and barren. This fact in itself gives importance to this new volume by Dr. Busch.

The book in itself is of outstanding merit. It is a rare and happy cross between a theoretical and a practical treatment of group leadership. The pages are filled with practical suggestions, yet one is not asked to accept them merely because the author says so—the suggestions are supported in each case by a philosophical discussion drawn from psychology, education, and the social sciences. In other words, the “why” as well as the “how” is to be found here. Such a book would be possible only by a man who is at once fortified by years of experience as a practical group worker and by a thorough-going and thoughtful understanding and analysis of social theory and philosophy.

Let it be hoped that this little volume reaches the hands of all camp directors, group workers, and recreational leaders. Its thought-provoking pages will lead to a more intelligent, sound and modern approach to the problems of educational leadership in the recreational setting of camp and club. The techniques of group work are changing swiftly. We need more works such as this to help us clarify our thinking both in respect to our objectives and our methods.—B. S. M.

### Log Cabins and Cottages. How To Build and Furnish Them.

Edited by William A. Bruette. (G. Howard Watt, 1934) 96 pages, cloth. \$1.50.

This practical little book, written by practical woodsmen, is of importance to all who plan to build or hope to build a log cabin or cottage in the woods. There are ample instructions for handling logs, notching, cornering, thatching and shingling. There are plans drawn by architects for log structures ranging from Adirondack lean-tos and shacks to cabins of many rooms. There are details for making rustic furniture, knickknacks, and fireplaces. It is well worth while for all who plan to work or build with logs. It is a book that all who teach pioneering and building with rustic materials should know.—B. S. M.

### Five Camp Pamphlets.

By the Program Division, Girl Scouts, Inc.

*Woodland Cooking* (75 pages, mimeographed, 30 cents) is an excellent illustrated pamphlet, presenting methods of how to build cooking fires, cache food, and cook in the open. Many appealing recipes are presented.

*Day Hikes* (37 pages, mimeographed, 20 cents) is a valuable illustrated booklet on the directing of one-day hikes, containing suggestions on making fires and cooking-fire accessories, games and activities.

*Suggestions on Winter Camp Programs* (16 pages, 8 cents), *Winter Outdoor Games, Sports, and Camp Fire Programs* (10 pages, 8 cents), and *Winter Camp Menus* (10 pages, 8 cents). Three mimeographed pamphlets containing a wealth of suggestions on winter camping.

### The Tree Beautiful (Photographs).

(American Forests magazine, 1935) twelve photographs. \$1.00.

When the American Forests magazine puts out a portfolio of the twelve most beautiful tree photographs which have ever appeared in that magazine, we are assured of a collection of rare beauty. Remarkable from the standpoint of photography, beautifully printed on 9 x 11-inch plates, these photographs are suitable for framing or for the library table. They will appeal to all who love trees and the out-of-doors.

### Embroidery in Wools.

By Osma Palmer Couch. (Isaac Pitman & Sons, 1934) 110 pages, cloth. \$1.00.

The joy the author takes in her lovely soft yarns is apparent at every turn as she takes us through her pages of stitches both simple and unique, of charming woolen seams and edges for dresses, curtains, scarfs, and pillows, of woolcraft applique and mats. One sees woolcraft as a pastime at once delightful and useful—delightful as a creative craft and useful as a means of producing original and beautiful articles for the home. Through the soft harmonious colors of her yarns she brightens the home in innumerable ways.

The book is a valuable addition to the literature on arts and crafts, and will prove interesting to the craft counselors of girls' camps. It is part of the Pitman Craft for All Series.—B.S.M.

**A Field Guide to the Birds.**

By Roger Tory Peterson. (Houghton Mifflin Company, 1934) 167 pages, cloth. \$2.75.

Here is a bird guide on a new plan. Its publication is of the first moment to all who would learn to know birds in the field.

The book follows the lead pointed out by Ernest Thompson Seton several years ago to the effect that in identifying a bird in the field, the actual color markings of the bird are of little significance—the important thing is, what color patterns does one see when he glimpses the bird at a distance. One who is familiar only with actual colors and markings might fail to identify the bird in the field.

So the pictures in this book are not minutely accurate reproductions of what the birds would look like in the hand. They show in diagrammatic form the patterns and color values, the streaks and blotches of color, that one sees at a distance—the “labels” and “identification tags” by which all birds signal forth their identity. Similarly, its “boiled down” descriptions emphasize how each bird can be definitely told from all others at a glance.

This approach immediately makes the book unique and the most valuable of its kind for field use. It is not a complete book in ornithology, but a guide for those who love the fields, woods, and lakes. It covers birds east of the Rockies.

In size, the book fits the pocket handily.—B.S.M.

**Masks and Costumes.**

By F. W. Bosserman. (Chicago: South Park Commissioners, 1934) 100 pages, paper. 35c plus postage.

The first part of this book is devoted to instructions and designs for making masks from paper, stockings, clay, and plaster. The last part deals with costumes for characters of all types. There is no manuscript—it is a book of drawings with lettered specifications and instructions.

The book covers only the small-sized mask on the order of the European grotesques. A supplementary booklet is now being prepared dealing with the big grotesque heads.

The publication is one of the leisure Hobby Series of the Chicago Recreation Department.—B.S.M.

**Constructive and Decorative Woodwork.**

By A. C. Horth. (Isaac Pitman and Sons, 1934) 108 pages, cloth. \$1.00.

Few crafts demand so much in the way of hand-skill as does woodwork. No craft offers so many opportunities for creating useful articles with limited equipment and expense. This little book de-

scribes for the novice and the home craftsman the tools needed and how to use them, and presents a series of projects, graded in difficulty, which combine good craftsmanship and satisfying decorative design—tables, cabinets, towel rollers, candlesticks, tea trays, small boxes, etc., etc. Particularly interesting are the suggestions for cut-out designs in decoration.

The book is one of the Pitman Craft for All Series.—B.S.M.

**Trees of the Southeastern States.**

By W. C. Coker, Ph.D., and H. R. Totten, Ph.D. (University of North Carolina Press, 1934) 399 pages, cloth. \$2.00.

This is an illustrated manual covering all the trees that grow naturally in North Carolina, South Carolina, Virginia, Georgia, and Florida. The book is designed as a handy reference manual for all who would know the trees. Clear in description and illustration, simple in terminology, the book is exceptionally valuable to beginners and those interested in nature lore, as well as to the professional botanist. It should be of particular importance to nature counselors and camp directors in the area which it covers.—B.S.M.

**Problems for School and Home Workshop.**

By Louis M. Roehl. (The Bruce Publishing Company, 1935) 88 pages, paper. 50c.

This is a book of directions for making the things that boys like to make in the wood shop. It is first of all practical, the projects being of the type that not only are educationally valuable in the making, but are in themselves useful around the home and camp. The drawings and descriptions are clear, simple, and to the point. The book is valuable to the skill-hungry boy, the home craftsman, and the woodshop teacher. The author is Professor of Farm Mechanics at Cornell University.—B.S.M.

**Text Book of Social Dancing.**

By Agnes Marsh and Lucile Marsh. (Buckingham Marsh Press, 1933) 132 pages, paper, \$2.50.

All who find themselves in a position of leadership at dances, and parties involving dancing, will welcome this book. Its many suggestions for robber dances, elimination dances, and mixer dances will give to the dance leader and the host the particular types of activities needed to make any dance more interesting and colorful. There are excellent sections on dance steps and teaching methods. An annual supplement presents the latest social dance variations and innovations.—B.S.M.

## What Educators Say

(Continued from page 8)

Camp does more for your science knowledge than a year's reading. Planning one's work grows out of the needs and leads of the children.

DORIS BURKLEY, Camp Yakewi, Cleveland Camp Fire Girls; Kindergarten Teacher, Lakewood, Ohio.

I believe that every science teacher should participate in camp leadership. Camp is the ideal place to study nature as the laboratory is so close at hand.

DORTHEA SNELL, Y. W. C. A. Camp, Rockford, Illinois; Teacher of Science, Macomb School, Detroit.

Camp increased my knowledge of children and how to care for them.

S. O. WILSON, Coon Hollow Camp of the Summit County Metropolitan Park Board, Akron, Ohio; Teacher of Science, Nathan Hale Junior High School, Cleveland, Ohio.

One summer in camp seemed to be worth two semesters in school even with the best of teachers. I wish that camp leadership might be possible for all elementary school teachers in training.

W. CHRISTINA CARLSON, Camps Andree Clark, three years; Quinibeck, one year; and Pesquasawasis, three years; Instructor in Nature Study, R. I. College of Education.

Since nature study, especially in the lower grades, depends largely for its success upon the spirit which accompanies it, the summer camps have a wonderful opportunity to foster the right mental attitude. Being constantly surrounded with nature, and often in one month experiencing many of her changing moods, the camper may store up an abundance of material as well as a variety of responses, and the association of all this with daily life makes it seem natural and essential, rather than artificial and extraneous, as it sometimes appears to the superficial observer. Apparently trifling facts and incidents become full of meaning, and one learns the extent to which natural forces and materials pervade and influence one's daily life. No place is better fitted

for developing enthusiasms than a well-conducted camp. At the same time, the senses are made keen and the mind alert. All this wealth of material and experience makes the best possible background for teaching, and the enthusiasm and training should carry over far into the school year—unless, as sometimes happens, the atmosphere and attitude of those higher up is utterly cold and forbidding.

GERTRUDE GOLDSMITH, Instructor in Science, State Teachers College, Salem, Massachusetts.

It wasn't until after my camp experiences that I realized how little I knew before it.

DORA SHERMAN, Camp Echo Lake, Maine; Teacher of Science, George J. West Junior High School, Providence, Rhode Island.

Our minds are like sponges. They can both be made to hold a lot of stuff and some of them do. It isn't capacity to absorb that counts in leadership. Only as one has the ability to give out can one hope to be looked up to as a leader. Training in leadership is training in the ability to give out. Of all my training in recent years, after passing the fifty marks, I value most highly that obtained in the very human classes of the Nature Guide School.

LOUIS WESSEL, Ranger Naturalist, Glacier National Park, 1932-1933.

### Summary of a Few Existing Facts

1. There is an increasing number of students entering schools of education who have had camp experience.
2. A few teachers' colleges are offering courses in camping.
3. There is an increasing number of majors in the field of elementary science who are nature counselors in camp.
4. Educators recognize the value of nature leadership in camp as training for the teaching of elementary science.
5. Educators are recognizing the great contribution that camps are making to education.
6. Boards of education are making camping a part of the public school program.
7. Student-teachers majoring in natural science express great satisfaction in their nature counselor work, and believe that the experience should be a requirement.
8. Teachers' colleges are beginning to consider the advisability of natural science majors training in camp as a part of their program for professional attainment.

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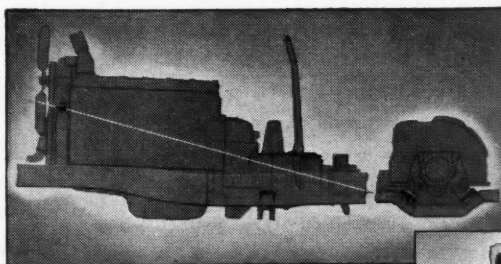
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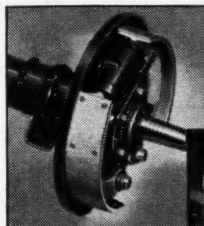
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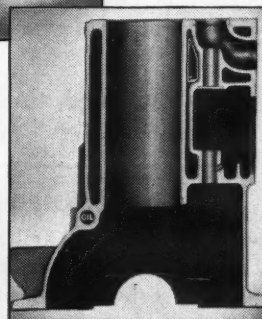
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## Water Buddies in Camp

(Continued from page 19)

the scale of excellence in swimming. So in a water buddy the camper may meet the choice comrade he has been looking for. A fierce rivalry to get the beginner's badge, or to win the rating of swimmer or life saver, before his buddy, may furnish the long-needed incentive to improve. They practice together daily.

I have heard of parents who had not understood the idea of buddies, object to their boy being told to watch some other boy swim; or even to object because the safety of their hopeful was entrusted to another small boy. Both these conceptions are of course wrong. On a properly set-up camp waterfront, there is a pair of adult eyes for at least every ten bathers. If these ten are in pairs, the efficiency of the watcher is thereby increased.

Most waterfronts are laid out with an area for non-swimmers or learners, one for beginners, and a third zone for those who have qualified as swimmers and rate deeper, wider waters. It is simple enough for each group to report to its leader in pairs, and to check out in pairs at the end of the swimming period. Any swimmer alone or any three's that show up indicate a dangerous situation that needs immediate clarification. The missing camper must be found to complete the buddy pairs.

To let the whole group go for 20 to 30 minutes or longer might result in someone being under water for too long a time to resuscitate him, so ten-minute check-ups are held. One blast of the whistle from the waterfront director's tower and all buddies try to get together before he counts "one, two, three, four, five." By this time the three area directors can see whether there are two's throughout, and if each signal is clear, two blasts of the whistle are given, indicating that all is O.K.

But if there is a missing partner, three whistles are sounded, thus calling all hands to their respective safety landings and a complete

check-up follows—the buddy of the missing camper indicating where he last saw him. In shallow water a long line of leaders wades over the area—in a lost bather's drill. One of these is held each camp section in the welfare camps of two weeks or ten days duration.

In the deeper water, 4 to 7½ feet, the searchers walk until it is chin deep and then line up for surface diving—6 feet apart with a director who counts them each time. They, too, work in buddies. The deeper water is examined by leaders with water telescopes and the boats with grappling irons follow in parallel lines until all the whole area is covered. The tent or bunk of the missing bather is also checked as well as the kitchen, infirmary, camp library or favorite hangout of the missing one.

No well-regulated camp should neglect the emergency equipment, including water glass and grappling hooks suited to the type of bottom, blankets, thermos of hot coffee, and hot-water bottles (4 or 5 of them—the mechanical or chemical type will do). These latter are primed with a couple of tablespoonfuls of cold water and generate heat for 6 to 8 hours. When placed around a victim of submersion, these may prove the deciding factor while prone pressure is being applied to restore breathing.

Every counselor in camp should know how to apply artificial respiration by the Shafer Method, because on a long case it has been necessary to work four to ten hours. It is equally effective for auto exhaust, smoke, or electric shock from wires or by lightning. It is equally important that camp waterfront men be qualified in life saving by swimming as well as with equipment—boats, buoys (ring or can), waterglass, grapplers, poles, water lights, and if possible the simple diving helmets, which are increasingly available.

Water buddies are being recognized as a standard device for promoting water safety for swimming, boating and canoeing periods in camp. It may be a little trouble to install the idea and sell it to boys and girls who are over-privileged and impatient of all restraint, since they are careless and carefree regarding the safety of others. But for such a group it is a bit of citizenship training, an ethical advance to a higher plane. It's a life-saving device that is worth while, and an important step in the camper's education in human relations.

## Picture Post Cards

**Artvue Post Cards** tell a vivid picture story of your camp. Besides functioning as publicity matter they net you a direct cash profit of 100% since campers anxiously buy Post Cards from you. Write *now* for free samples and particulars. Artvue Post Card Co., 225 Fifth Ave., New York, N. Y.



## Professional Training of Camp Counselors

(Continued from page 15)

an instrument that may in the end help to destroy them. One can admit that the Civilian Conservation Corps has offered real relief, good food, reasonable work, and in general, wholesome surroundings. Moreover, the project was conceived at an opportune time, with aims and purposes representing, to many, an inspired vision. No sensible person would propose to pattern the CCC camps after the formal school. But there are thoughtful people who believe that the idea cannot succeed with existing machinery. So far as one can piece the story together, it runs something like this: It was recognized that something would have to be done and done in a hurry for those who could find no employment and had no resources. The suggestion of the camps was intriguing. Machinery was lacking and it was natural to delegate the task to the Army, which unfortunately has had few creative ideas about education. It seems that organized labor expressed the fear that the camps might be too militaristic in character. To effect a political compromise a dual administration was set up in which a project demanding creative imagination and human engineering was assigned to a labor leader who, however impressive he may be as a personality, had neither vision nor adequate training for this technical task, thus ignoring the entire experience of both the leadership among camping activities and the educational experts in our schools. The attempt to write curricular materials in the form of a pamphlet without employing well-known laboratory procedures, resulting in the rejection by Mr. Fechner of the very first one produced, is ample evidence of the failure to recognize the fact that the CCC camps are an important part of the educational program of America.

It is obviously reckless folly to mobilize vast numbers of young men in an organization that emphasizes the detention and custodial functions. We shall no doubt be forced to read many glowing reports of achievements by those who are responsible for this travesty, rather than objective and systematic appraisals by competent judges. The acceptance of a few fundamental educational principles such as have been suggested would have been sufficient

to turn aside the political considerations and place the responsibility for this much needed new educational organization on the shoulders of a planning commission representing the Camp Directors Association of America, Inc., the trained social workers, and the educational experts. Possibly in the emergency any planning group would have been obliged to use the existing machinery of the army. Such a planning commission might well have had the guidance of a large advisory commission in which labor and other groups would have had generous representation and through which they could have made helpful contributions. As months pass without a genuine educational program, an increasing number of citizens are viewing with alarm this drifting toward a social calamity.

Although at the moment we are helpless in shaping the federal camping organization, let us not fail to apply this lesson to the camps whose programs we shape. In our own camps at least we can recognize the importance of a basic philosophy which makes a camp an educational institution for guiding the individual to normal growth and worthy citizenship.

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## The Enrichment of Spiritual Life in Camp

(Continued from page 18)

matics, Indian lore, and Nature Lore. Although each may rightly be considered a separate field, each possesses great potentialities as a factor in the spiritual enrichment of camp. Conventional "dramatics" have their place in camp; but let us strive for more of the spontaneous type, more original plays, pageants, silent movies, dances, that come from the campers' own souls. An episode of local history developed in camp, setting forth primitive experiences and emotions, is worth ten minstrel shows copied after slap-stick comedy. The experience of the boy who creates a dance of the Lone Hunter is worth more beyond measure to him than a mere imitation of some current radio or vaudeville star. One would not deny the legitimate place of the circus, and possibly a minstrel, but there is a never-ending struggle that must be waged to prevent the domination of the cheap.

If there is truth in the Aristotelian theory of catharsis, how much more is the boy or girl enriched, who not merely sees, but who may create and live again these emotional experiences through the approach of Indian Lore and Nature Lore.

We have attempted to weigh the values for what we ordinarily know as formal religious activity as against the values of some of the more elusive spiritual forces found in a good camp. Everything is dependent upon the philosophy of the camp director. If we think of camp as a chance to try to create a community that lifts the camper to a higher way of living, the enrichment of spiritual life of camp is as calculable as the adding of avoirdupois. Both may come as a result of planning in accordance with the laws governing each. The price to be paid for spiritual environment is "sacrificial love." Then the camp director can find men and women to serve on the staff whose hearts are as sensitive to spiritual values as to the particular job to which they are called, be it cooking, or athletics, or handcraft, then will that camp be blessed with spiritual riches. But no camp director can expect one lone "religious director," or whatever title he might have, to inject into any program either "religious" or "spiritual" values. The spiritual enrichment of a camp is the work of all. If we choose coun-

selors chiefly because they bring campers, or because they hold great athletic records, we can hardly expect great spiritual enrichment. When a director succeeds in welding together a staff who do not accept leadership lightly, who, while not necessarily agreeing in viewpoints, yet are sensitive spiritual forces, the program will be rich in spiritual values. For back of him and his staff will stand the God of the out-of-doors, who is at the same time the God of men and women, and the God of boys and girls.

### In Defense of Skills

(Continued from page 20)

adjustment, emotional growth and stability, socially acceptable habits and attitudes. On the other hand, it is most certainly the camp's function to educate in skills, following the camper's interests and his felt needs. Likewise, it is most certainly the function of the camp to contribute to the camper's physical health and strength. Likewise to his capacity to appreciate and to enjoy beauty in every field. Lastly, it is most certainly the business of the camp to provide *joy*, here and now.

*To Enjoy Camping You Must WALK*

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## The Camp Program and the Individual Needs of the Child

(Continued from page 5)

reference to this aspect by spending a day in camp and observing the enthusiasm with which the less gifted campers participate in the various activities; by noting the tone of the bulletins which "urge" participation; by asking to see the camp trophies; by noticing whether the

skill or excellence of performance in diving, or swimming, or painting, is, or is not, wholeheartedly approved and applauded and commended—by the campers rather more vigorously than the staff.

*Social needs:*—The chief aim of education is to train children to live with their contemporaries. This is apparently a difficult task, as evidenced by a casual observation of the world in general. Strikes, divorces, wars, revolutions, riots, lynchings, litigations, etc., all give testimony to this statement. If it is not a difficult task, then perhaps we have been using the wrong technique. Why should a child be brought up to perpetuate the prejudices and intolerances of the preceding generation? No matter how much or how little we leave as a material inheritance to our children, we are always very careful to include this legacy at our demise.

This is the most difficult aspect of camping to evaluate. The parent must be keen to examine the *discipline* of the camp. What methods are employed to ensure a minimum of conformity and permit of ample opportunity for individualization? If the parent finds that the child is expected to accept the consequences of his behavior without the interposition of the personal animus of the counselor; if the emphasis is placed on the *desirability* of group participation and not the necessity thereof; if the discipline is unobtrusive and difficult to define and yet the camp seems to run smoothly and the campers seem happy; then the discipline is efficient and healthy. If, however, there are numerous rules; a good deal of confusion; more than the average of grumbling and bickering; haste without speed; ceremony without substance; obedience without respect—then this camp is not a fit place for your child. What does it profit a child to win all the races and earn all the shields and attach all the trophies if he have not sociability?

And so if you, as a parent, have visited the camp or inquired into the affairs of the camp and found all of the circumstances propitious for the educating of your child culturally, appetitively, emotionally, and socially—you are a lucky parent. Send your child at once.

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## POSITIONS WANTED

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### WOMEN

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**Graduate Nurse**, who has had unusual camp experience and full charge of Medical Department covering all ages, desires responsible position at Private or School Summer camp. Address Elizabeth B. Talbot, R. N., 46 University Road, Brookline, Mass.

**Experienced Secretary** available for summer camp position. Communicate with Miss Jeannette Butler, University of Cincinnati.

**For Ten Years** I have taught all types of dancing to professionals and beginners. Would like summer connection with co-ed or girls camp. Also give body conditioning exercises to adults. References supplied. Sonya Marens, 107 E. Washington St., Syracuse, N. Y.

**Head Counselor.** Sixteen years private camp experience: six, head counsel in large Eastern camp; four, associate director in small midwest camp; one, director of city day camp; five, conducting independent camping trips. Specialties: dramatics, camp fires, camp craft, counselor's training course, riding. Dramatic instructor in college and private studio. Six years, directing young people's activities in city church. References. Inquire, 50 Camping Magazine.

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### MEN

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**Psychologist** and director of guidance for a large school system will act as counselor. Expert in vocational guidance, educational and personal adjustment and personality analysis—Lecturer and discussion leader. Write to Joseph Miller, 17 Stanley street, Wilkes-Barre, Pa.

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## Unit Camping

(Continued from page 9)

camp interests, and camp experience. Adjustments are of course constantly necessary when providing an intelligent personality development program.

Each unit has a unit staff of counselors headed by a unit leader. The unit leader is chosen for her ability to make possible a happy, safe, and healthy camp experience for all the girls who fall under her leadership. She must also have the ability to work intelligently and happily with the counselors in her unit who are her assistants, and with the entire counselor group. She must have camp director qualities for she is a camp director—in miniature! The unit staff must be balanced in personalities and represent ability in various camping techniques such as: Girl Scouting, woodcraft, life saving, dramatics, singing, handicraft, nature study, and knowledge of foods.

The administrative wheels of a camp operating under the unit system revolve on these three axes:

1. *Court of Honor*.—A daily meeting of the patrol leaders (each representing from six to eight campers) and their unit counselors. The unit leader is the chairman. This is the representative executive meeting of the unit. The primary business of the Court of Honor is to plan and execute a camp program which will take into consideration the individual differences of the campers in the unit. It should also try to balance the activities within the unit, plan inter-unit activities, and cooperate with the whole camp activities. Details which make for the smoother running of the administrative end of the camp are also a part of the responsibility of the Court of Honor.

2. *Camp Council* (or Camp Court of Honor, as it is sometimes called)—A meeting of all unit Courts of Honor with the camp director presiding, and with a representative number of counselors present. It meets when necessary, which is usually not less than twice and not more than four times during a two-week camping period. The function of the camp council is to discuss general camp interests and problems and to execute business that concerns the whole camp. The success of these meetings is a factor in assuring the preservation of the unity of camp spirit.

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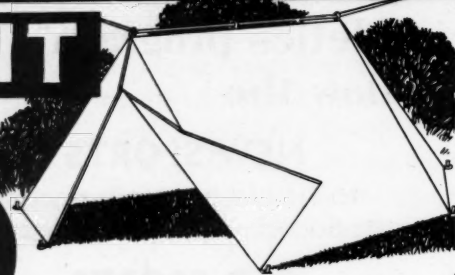
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3. *Staff Meeting*—A meeting of all the camp counselors with the camp director presiding, and with meetings as often as is practicable. The function of this meeting is obvious. The meetings become more important in this type of setup, however, since all unit programs must be cleared through the camp director and various departments of the camp program. It is sometimes difficult to have regular general staff meetings with all of the counselors present in large camps where the units are ideally located at some distance apart. As a result of unit planning many of the counselors may be scattered to the far sections of the camp property with their girls, making it hard to return to a central place for a daily staff meeting. Confident, however, that general staff meetings are of absolute importance, camp directors are working out problems. Individual conferences between director and counselors and smaller meetings constantly supplement the general staff meeting.

The Girl Scout unit system of camping is an attempt to break up the large group, which each growing local council will always have to accommodate, into small groups so that a free, individualized camp program can and will be maintained.

### Health "Don'ts" For Swimmers

1. Jumping feet-first into the water is dangerous—it often leads to sinus infections.
2. Sudden and forceful expulsion of air under water is dangerous for the same reason.
3. Blowing the nose during and immediately after swimming often leads to ear infections.
4. Swallowing while swimming is dangerous for the same reason.
5. Swimming under water, especially for a long time, is undesirable—it leads to eye irritations.
6. Loitering in wet bathing suits is to be avoided.
7. Hair should be dried quickly and completely after swimming.

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